Wildland Conservation Policy and Governance
NRSM 370S, 3 cr. Fall 2017
Tuesdays and Thursdays, 9:30 – 10:50, JRH 203

Peter Metcalf
446 Clapp
(406) 531 – 5098
peter1.metcalf@umontana.edu

Office Hours:
Tuesday 11:00 – 12:30
Or by Appointment

Course Description
This course examines various laws, policies, and management systems related to the protection of wildlands in the United States. Emphasis is placed on federal public land designations and management systems. Approaches to wildland conservation on tribal, state, and private lands will also be discussed. Throughout the course we will explore contemporary issues and policy problems surrounding wildland conservation and analyze the various proposals intended to address these challenges.

Learning Outcomes
By the conclusion of the course, students will:
1. Develop a substantive understanding of protected lands law, policy, and management in the United States.
2. Understand and evaluate some of the major political debates around wildland conservation including their social, cultural, ecological, and economic dimensions.
3. Be able to think critically about wildland policy problems and assess various proposals and solutions in an intellectually rigorous fashion.
4. Make connections between course materials and current management problems from various fields within the natural resources (e.g. forestry, fish and wildlife management, parks and recreation management, ecological restoration, etc.).
5. Improve their writing and communication skills.

Required Reading
Most readings for this course can be found on the class Moodle page or downloaded through the Mansfield Library. The remainder may be located online at addresses indicated in the syllabus. In addition, we will discuss current events and policy debates related to wildlands conservation throughout the course. Students are strongly encouraged to follow to stay up-to-date. A variety of excellent news sources exist. The best sources include the following named newspapers: High Country News, (www.hcn.org), and Greenwire, available at www.eenews.net. For Montana relevant stories, read
the Missoulian (www.missoulian.com), Billings Gazette (www.billingsgazette.com), or Flathead Beacon (www.flatheadbeacon.com). To learn about particular Wilderness areas and their policy history, visit Wilderness Connect, a collaborative project of the Arthur Carhart Wilderness Training Center, Aldo Leopold Wilderness Research Institute, and the Wilderness Institute; see www.wilderness.net.

Student Assignments and Grading

Class Participation (30 pts)
This class will be interactive and conversational in nature. Students are expected to come to class on time, with the assigned materials read, prepared to discuss the readings, ask questions, and otherwise participate in class activities. Participation includes attendance, attentiveness, and active engagement with the materials and other students in a respectful manner.

Students who miss class are responsible to know the materials covered and for any announcements made during her or his absence. If you miss class, get these materials and information from a classmate first then see me if you have questions. Student participation will account for a portion of the final grade. Tardiness, absence, failure to complete the readings, and lack of engagement in class discussions and activities will result in a reduced participation grade.

Midterm and Final Exams (100 pts each)
The exams will consist of short answers and/or essay questions. The exams will draw from both readings and lecture materials and may require some outside reading. Students may be asked to apply class materials to real world examples. A list of questions or topics will be provided at least one week prior to the exam. The midterm exam will fall approximately between Topics 5 & 6 on the schedule. The final is comprehensive.

Policy Analysis Paper (160 pts)
Students will write a research paper in which they will analyze a contemporary wildland policy problem. The paper will describe the problem, analyze policy alternatives, and make a recommendation. A more detailed handout about the paper and grading criteria will be provided early in the semester. To summarize the process, students will begin by selecting a policy problem of interest. They will then conduct substantive research on the problem and on any existing policy proposals. This will require the use scholarly and popular press materials beyond what is assigned in class. Students will then produce an initial draft of the paper for my review. I'll edit and return with provisional marks. After the draft is returned, they will have a couple weeks to make revisions and re-submit. Students happy with the score earned on the initial draft do not have to resubmit.
Initial and final drafts are due at the beginning of class on the day indicated. Late work will be penalized a letter grade (or more depending on circumstances and how late it is turned in) unless arrangements have been made with me prior to the due date or else are validated unforeseen circumstances (e.g. health emergency).

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>40</td>
<td>10%</td>
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<tr>
<td>Test #1</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Policy Analysis Paper</td>
<td>160</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>25%</td>
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<td><strong>Total Points:</strong></td>
<td><strong>400</strong></td>
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**Grading Scale**
The following scale will be used to translate points into grades. This class is offered for traditional letter grade only. It is not offered under the credit/no credit option.

Grades will be based on the following scale:

- A > 93
- B+ 88 - 89
- B 83 - 87
- B- 80 - 82
- C+ 78 – 79
- C 73 - 77
- D+ 68 - 69
- D 63 - 67
- D- 60 - 62
- F 59 or lower

**Course Schedule – Important Dates**
8/31 – First day of Class
9/4 – 9/15 – Students on Fall Trek, No Class
11/21 – First Draft of Policy Paper due
11/23 – Thanksgiving, No Class
12/12 – Last day of class
12/14 – Final exam period
12/18 – Final Draft of Policy Paper due

**NOTE:** I will miss a few scheduled classes due to unavoidable conflicts I'll explain the first day of class. We will either have guest speakers or else reschedule these classes.

**Course Schedule and Readings**
This syllabus is organized by topic rather than day by day. This will allow us greater flexibility with how much time we spend on any given topic and maximize the opportunity for discussion. Please bring this schedule to each class as I will provide regular updates of what is ahead and which readings to emphasize. **Remember, students should complete all assigned readings prior to class.**

Recommended readings are provided for students who want to go deeper.

**I. Introduction to Federal Wildlands Policy**

II. National Parks


National Park Service Organic Act, as amended.

*Recommended:*

III. Federal Wilderness

The Wilderness Act


The Wilderness Act, 16 U.S.C. Sec. 1131


Wilderness Management


*Recommended:*


IV. Administrative Protections
National Monuments


Recommended:

NEPA and Judicial Review

Recommended:


Administrative Rule-Making


Recommended:


V. Other Federal Wildland Preservation Laws
The National Wildlife Refuge System
Recommended:
Browse the Red Rocks NWR website: www.fws.gov/refuge/red_rock_lakes/ to get a sense of its conservation priorities and approaches.

Wild and Scenic Rivers Act

Recommended:
Browse the Wild and Scenic Rivers System website: www.rivers.gov to familiarize yourself with the system.

Special Management Designations

VI. Current Debates in Wildlands Politics


Recommended:

Collaboration and Place-Based Legislation


Blackfoot-Clearwater Stewardship Project
Recommended:
Browse the Blackfoot-Clearwater Stewardship Project’s website: http://www.blackfootelearwater.org/ for information on this project.

Rocky Mountain Front Heritage Act

Interventions in Wilderness
Recommended:

Shifting Recreational Uses – Mountain Bikes & Wilderness

The Human Powered Travel in Wilderness Act, S. 3205

National Monument Designation – Bears Ears
Thompson, J. “In Utah, the fight for a Bears Ears monument heats up.” High Country News, May 3, 2016


Review High Country News coverage of the controversy surrounding this National Monument. Stories consolidated at: http://www.hcn.org/topics/bears-ears-national-monument

Recommended:


Public Lands Transfer Movement


VII. Tribal Wildlands Conservation

Recommended:


VIII. Landscape-scale Conservation


All three articles available at: http://www.hcn.org/issues/43.22


Recommended:


IX. State and Private Wildlands Conservation
I. State Lands
Reading TBA

Recommended:

II. Private Lands


Regulatory Takings. Georgetown Law (1 page)


Recommended:

X. The Future of Wildlands Conservation


Recommended:
Review Leshy (2014) and Nie and Barns (2014) from Unit 6.


**Final Exam: Thursday, Dec. 14 from 10:10 – 12:10**
Additional Course Guidelines and Policies

**Electronic Devices**
The use of laptops, tablets, or e-readers is okay during class *so long as their use is directly related to and compliments rather than distracts from the class session* (i.e. note taking, consulting assigned readings, NOT web browsing or social media). Out of respect for your classmates, the instructor, and guest speakers, please silence all portable electronic devices prior to class and stow appropriately (e.g. in your bag). Violation of these guidelines by any student may lead to loss of privileges for the entire class.

**Class Communication**
All out of class communications will be conducted through email. Students are responsible to check their *University-issued* email for announcements. The best way to contact me outside of class is via email. I check it regularly but it may take me 24 hours to get back to you. If it is an emergency or short notice, please call me.

**Student Code of Conduct**
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/vpesa/Dean%20of%20Students/default.php), reviewable online at http://www.umt.edu/vpesa/Dean%20of%20Students/default.php

**Disability Accommodation**
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or (406) 243-2243. I will work with you and DSS to provide an appropriate accommodation.

**Course Withdrawal**
Please be aware of the following dates restricting adjustments to your course enrollment:

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<th>Deadline</th>
<th>Description</th>
<th>Date</th>
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<tr>
<td>To 15th instructional day</td>
<td>Students can drop classes on CyberBear with refund</td>
<td>September X = last day</td>
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<td>16th to 45th instructional day</td>
<td>A class drop requires a form with instructor and advisor signature, a $10 fee from registrar’s office, student will receive a ‘W’ on transcript, no refund.</td>
<td>September X through October X</td>
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<tr>
<td>Deadline</td>
<td>Description</td>
<td>Date</td>
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<tr>
<td>Beginning 46\textsuperscript{th}</td>
<td>Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45\textsuperscript{th} instructional day of the semester. Requests to drop must be signed by the instructor, advisor, and Associate Dean and a $10 fee applies.</td>
<td>November X – December X</td>
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